DOCUMENT RESUME

ED 052 281 UD 011 651

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TITLE The Assessment of Informal Factors Affecting Teaching and Learning in a Ghetto High School; Denver, Colorado, Manual High School.
PUB DATE 24 Feb 71
NOTE 102p.; Paper presented to the American Association of School Administrators, Atlantic City, N.J., February 24, 1971

EDRS PRICE EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS *Depressed Areas (Geographic), *High Schools, Negro Youth, Perception, Race Relations, Research Methodology, *Research Tools, School Attitudes, Self Concept, Sex Differences, Social Differences, Social Values, *Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, Urban Schools

ABSTRACT

The problem undertaken by this study was the assessment of social, psychological, and philosophic factors present in the educational climate of an urban ghetto high school (Denver, Colorado Manual High School), as a preliminary step to the diagnosis and development of an enhanced educational program. Seventy-eight teachers and 798 students participated, giving written responses to a series of inventory instruments. Major conclusions drawn from the study included the following: (1) The purpose of ghetto schools has become the elimination of the child by encouraging him to commit psychological suicide; (2) it is possible to develop instruments competent to measure a broad range of attitudes and value systems; (3) the learners in this study were proud of school and intensely desired to succeed; and, (4) faculty were not capable of establishing constructive relationships without considerable alteration of their own self-concept. (Author/DM)

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THE ASSESSMENT OF INFORMAL FACTORS AFFECTING TEACHING AND LEARNING IN A GHETTO HIGH SCHOOL
DENVER, COLORADO, MANUAL HIGH SCHOOL

By
Robert R. Dunwell,
Doreen G. Kelgard,
David Raak,
And Others.

1971

A paper presented to the American Association of School Administrators, Atlantic City, New Jersey, February 24, 1971.

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UD011651

The Research Team

The research reported here was conducted by a graduate seminar in curriculum and instruction in the Spring of 1969 at Colorado State College, Greeley, Colorado.

Robert R. Dunwell, Professor of Educational Administration at the University of Hawaii, was director of the research project and prepared the report.

Doreen G. Kelgard, Assessment and Evaluation Unit, Colorado Department of Education, was primarily responsible for the development of the several instruments used in the study and edited the report.

David Raak, former mathematics teacher at Greeley, Colorado, was primarily responsible for all tabulations and programs involved with the project.

A number of other seminar participants contributed time, thought and considerable personal effort to the concern represented here. To all, the senior researcher owes his gratitude and more.

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1. INTRODUCTION

Background to the Study.

Although a complex task, the assessment of the factors which affect teaching and learning in a ghetto school is based on a few relatively simple premises.

Any evaluation is based on simple questions: What kind of information is available or may be obtained? How adequate is this information for diagnosis and treatment?

In education, the questions are much the same as for other behavioral sciences. And, they are much the same for assessment of the individual as they are for assessment of a social institution.

However, our efforts have been blunted or have become meaningless and diffused except in the simplest of situations. Dealing with multiple variables introduces a complexity of problems. Just trying to identify these variables in a situation that is highly sensitive to our intrusion is critical. It's very much like shooting fish in a barrel, except the barrel is filled with highly volatile stuff, and the fish are capable of changing their size, shape, and color. Except, of course, in a ghetto school, the fish is not a fish, the barrel is not a barrel, and color has a different quality and connotation. Otherwise, the analogy like all analogies is perfect.

Because of these problems, evaluation often has been approached by asserting that some of the more apparent factors are "objective" and

may be treated empirically. Or, by assuming that the frame of reference is fixed and unchanging.

Neither assumption is in any way valid. But we have become remarkably successful in ignoring this fact, especially when it is contradictory to what we wish to believe.

What is being asserted here is that the assessment of complex variables in a dynamic system is not impossible. It is extremely difficult. It is extremely frustrating. And often the results are extremely unreliable. But it is not impossible.

The results are unreliable, obviously, because the situation is dynamic; the factors and the relationships are changing. Results are not reproducible simply because it is not possible to recreate or replicate the same conditions in the same way.

Please remember, however, that a low reliability does not mean that the evaluation is not valid.

This limitation has been apparent in curriculum development, in which many administrators, and teachers, and theoreticians have narrowed their concern to only those elements with which they feel comfortable. In doing so, they have created an insufficiency in curriculum work, leading to apathy, ambivalence, frustration, and irrelevance. This is more apparent to consumers of curriculum, of course, or it may simply be that we are less willing to admit the existence of the insufficiency.

The late Hilda Taba, in work which must be afforded singular recognition (1962), has provided an essential clue to the approach to diagnosis. She placed the assessment of "informal factors" before

any attempt to cope with the vast realm of so-called "objective" elements.

From this, the deliberate and disciplined assessment of philosophic, and social, and cultural factors in the school climate should precede concern for achievement test data, I. Q. scores, or the faculty's academic accumulation, if the latter are to have any significance at all. Precede, not supplant.

The need to critically examine informal factors in curriculum diagnosis is supported by the inability to analyze simpler elements from cognitive-affective-motor functions. Krathwohl, et. al. (1964), concluded that the interdependence of these factors had been established and substantiated by research.

From this, one can assert that the meaning given an event is dependent upon -- or interdependent with -- the individual's attitude toward it and the value accorded it by him.

Not surprisingly then, efforts to assess informal factors have dealt with (a) assessment of these factors relative to the individual person, and (b) assessment of these factors relative to the social group or institution.

Harvey (1961; 1963;1966) has extended earlier work of Spencer (1897), Piaget (1932), Weiss (1939), and Murphy (1947) to clarify and sophisticate the understanding and measurement of an individual's conceptual system.

Rokeach (1960) provided access to understanding the influence of psychological set or bias that an individual imposes on a situation.

With particular regard to social institutions, Halpin and Croft (1964), Gross and Herriott (1965), Dodd (1965), and Griffiths

(1965) assessed psychological factors and their influence on organizational behavior.

To summarize then, there is considerable support for the notion that the deliberate assessment of several different kinds of social and psychological factors is (a) prerequisite to development of a program of instructional improvement, (b) possible with a considerable degree of sophistication, and (c), for a given circumstance, validly researchable.

Assertions such as these seem plausible enough in an academic sense, but obvious discrepancies exist between traditional models of "modern", "comprehensive" schools and the harsh reality of ghetto schools.

The effects of poverty, of cultural deprivation, of social turmoil, of psychological disruption, and of value conflict must all be accommodated by the evaluative process and functionally ordered to the educational purpose.

However, the usual approaches to curriculum revision and instructional improvement have followed a deliberate policy of social and professional gradualism. One could assert that most teachers and administrators believe most efforts to change and improve education are futile, ineffectual, impotent, and even ludicrous. If typical approaches do not work for typical situations, what do they offer the plight of the ghetto school.

We must recognize that ghetto schools were deliberately created. Value conflict led to value suppression. Social conflict led to social stratification. Racial conflict led to racial isolation.

The isolated social segment is first subjected to benign neglect. Benign neglect leads to apathy. But, the predictable outcomes of apathy are militant and violent reaction against this invitation to social nonexistence and ethnic suicide.

Having abandoned the means to openness and communication, the suppressor has left himself no alternative but the more vigorous assertion of his original denial. Neglect becomes deliberate and systematic. Discrimination becomes self-rightous. Segregation becomes abusive. Prejudice becomes psychotic, as these acts are reinforced and rationalized and given justification.

If ghetto schools have been deliberately created, they will not pass casually from the scene nor will they respond to sporadic infusions of educational knick-kacks and gadgetry. The very nature and complexity of this crisis demand radical intervention of the educational program.

Statement of the Problem.

The problem undertaken by this study was assessment of social, psychological, and philosophic factors present in the educational climate of an urban ghetto high school, Denver, Colorado, Manual High School, as a preliminary step to the diagnosis and development of an enhanced educational program.

Analysis of the Problem.

This study sought valid answers to the following questions:

1. What social, psychological, and philosophic factors appear to influence teaching and learning generally? What of these appear particularly significant for educational revision in social crisis?

2. How may these factors be assessed both as to incidence and degree? What instruments may be developed to achieve this?

3. In a given ghetto school situation, do these instruments produce evidence of results consistent with the descriptive theory?

4. In a given ghetto school, do these instruments evidence results adequate to the diagnosis and development of instructional change processes? Do the results obtained yield information adequate to the description of a crisis intervention model?

Delimitations of the Study.

The scope of the study was limited to those perceptions of school and schooling held by the students and faculty of Denver, Colorado, Manual High School at a given point in time. It must be assumed that these perceptions would change in the manner that the factors which affect the development and nature of perceptions change.

The study was limited to paper and pencil responses of the participants. Recognizing that these are stated opinions and stated values, inferences drawn from them must be treated as inferences. These phenomena may justifiably be examined for internal consistency and for the patterning of responses.

More restrictively, these responses were obtained in terms of the subjects' agreement or disagreement with statements framed by the examiners and, hence, stated in terms external to the subject.

Generally, the report here is limited to analysis of the responses of the subjects, and an external description of inferences and meanings.

As a remediation process, interpretation and clarification by persons accountable for revision must be granted a greater credibility and a greater validity.

Theoretical Framework.

Assessment requires description of criteria by which to judge what a school "is" and what a school "should be". This is not an easy task, and the development of assessment instruments may not be casual nor superficial.

The researchers accepted a frame of reference drawn from the writings of Arthur W. Combs, Carl Rogers, Abraham H. Maslow, and Earl C. Kelley (A.S.C.D.; 1962). Here, the fundamental purpose of schooling is premised as assisting the person in the process of becoming fully functioning or self-actualizing.

A number of major concepts drawn from and supported by a rather large field of related literature are presented here to represent this frame of reference. Here, they have been stated rather simply; in working with learners, as in the actual assessment process, they may never be treated simply.

A school may be adjudged instrumental to the process of self-actualization if and when it fulfills the following conditions:

1. If behavior is a function of personal meanings, then perceptions must become the center of the teaching-learning situation and schooling must assist the learner in the exploration and discovery of personal meaning.

2. Motivation for growth of developing self toward adequacy

is a function of the person's effort to become the self-actualizing or fully functioning personality. People are never without motivation, and teaching must facilitate this growth.

3. The sense of self is learned through experience; an enabling positive concept of self is teachable through experiences that encourage adequacy.

4. An adequate person must see himself accurately and realistically. Only with an honest view of self can reliable and enduring positive self concepts be built.

5. Creativity and the development of an adequate personality can be fostered through (a) rich experiences, (b) trust in self, (c) openness to data, (d) attitudes that value change, (e) freedom from threat, and (f) willingness to be and to become.

6. Schools must foster identification and help children to gain a realistic feeling of belonging. This may best be accomplished through cooperation as opposed to competition, through activity as opposed to passivity, and through integration as opposed to segregation by race, religion, sex, intellectual ability, socioeconomic status, or even age.

7. The increasing necessity of abstract and technical knowledge in order to act successfully in the modern world demands that the adequate person be well informed.

8. The fully functioning person must be assisted in developing

sincere beliefs and values with a high degree of clarity and must have the courage of their convictions.

9. The discovery of self as a person of dignity, integrity and autonomy must be fostered as a consequence of one's experience with those about him.

10. The concept of the adequate personality as one consciously involved in the process of becoming requires deliberate assistance to the learner's awareness of self as a developing phenomenon. (A.S.C.D.; 1962)

In a similar manner, enhancement of this process of schooling may further be advanced by identification, confrontation, and clarification of the many discrepant and disharmonious beliefs about American education. Earl C. Kelley (1962) has enumerated some of these misconceptions:

1. Many people believe that children and youth are constitutionally opposed to learning.

2. Many people believe that anybody can learn anything if he only tries hard enough.

3. Many believe that democracy simply will not work in the schools.

4. Many believe that no learning can take place without unpleasantness or pain.

5. Many people have an unbounded faith in the traditional

academic curriculum.

6. Many people believe it is actually possible to determine who is "able" at an early age.

7. Most people fail to comprehend the profound significance of each human being's uniqueness.

8. Most people have a faulty concept of what may be possible in establishing and maintaining standards.

9. Many people believe mind and body may be treated as separate entities, and the mind trained independently.

10. Many people believe "adjustment" and "mental health" are not necessary, or that they are not even particularly desirable.

11. Many people unfortunately believe that the "Progressive" schools and educators they are attacking actually exist somewhere.

Design of the Investigation.

A battery of instruments was determined by direct analysis of the preceding theoretical framework to assure construct validity of all items drawn from this base. The battery contained the following inventories:

1. Teacher Form.

   a. Philosophic Inventory. A thirty item inventory covering fundamental and differing concepts of the nature of man, the nature of learning, and the nature of values. Teachers

stated the degree to which they agreed with each item from "I Strongly Agree" to I Strongly Disagree" on a five-point scale.

b. Attitudes Toward Teaching. A twenty-six item inventory of positive and negative statements about the functions of teaching and factors affecting teaching. Teachers indicated agreement-disagreement in the same manner as above.

c. Value Inventory. An inventory consisting of fifty value terms which teachers assessed relative to the feelings elicited from "Strongly Positive" to "Strongly Negative" on a five-point scale. Additional instructions asked that the item be left blank if the meaning of the term was not known.

2. Student Form.

a. Perception of Education's Role. A thirty-eight item inventory of statements concerned with the several functions of schooling on which students assessed the degree to which these statements elicited feelings from "Extreme Positive" to "Extreme Negative" on a five-point scale.

b. Personality Inventory. A twenty-six item inventory of descriptive statements relating to self and the relationship of self to others. Students assessed the degree

to which these statements were applicable to them personally from "Most of the Time" to "Seldom" on a five-point scale.

c. Social Perceptions Inventory. Sixteen essay type, open-ended questions dealing with the student's perceptions of social roles in the school and the relationships between the school and the community. Each written response was analyzed into specific idea or thought units and the units were categorized and tallied. Thus, if Student A gave five differing answers to an item, each was credited; if Student B stated "No Comment", it was tallied as a single unit.

d. Value Inventory. The same inventory was presented to the students that had been given the teachers. The "Do Not Know" response served informally as a check on the appropriateness of the vocabulary for this portion of the battery.

Population.

All faculty and students of Denver, Colorado, Manual High School in attendance on an unannounced test date were included in the study: seventy-eight teachers and 798 students (Tables 0.1 and 0.2). A possible biasing condition must be recognized by the fact that attendance in a ghetto school is highly variable, absenteeism generally high. Attendance on a given day may be a selective factor in the results of such assessment.

Table 0.1 Teacher Population Included in the Study.

Teachers	Number
Male	28
Female	40
Did Not Indicate	10
Total	78

Table 0.2 Student Population Included in the Study by Sex and Grade Level

	Grade 10	Grade 11	Grade 12	Did Not Indicate	Totals
Male	140	147	96	8	391
Female	140	125	104	3	372
Did Not Indicate	11	9	2	13	35
Totals	291	281	202	24	798

While no formal record was kept of race among either faculty or students, the subject school was about seventy percent Black, twenty-five percent Brown (Spanish-American), and five percent White, Yellow, and Other. The faculty was about sixty percent White and forty percent Black.

With the exception of the Social Perceptions Inventory, instruments were administered to all members of both groups at the same time to decrease any chance variables which might be introduced by a time factor. The proved extraordinarily fortunate, for in a crisis environment these factors are susceptible to the influence of political actions broadcast by several media throughout the community. On the Social Perceptions Inventory, administered a week later, there was evidence of extreme student concern for the effect of adverse publicity reported by newspapers only the day before the test.

All data were keypunched and results by absolute numbers and percent of total population tabulated.

Common results from the value inventory were correlated between teacher-student, grade-level groups, and male-female groups. These correlations were programmed and Chi-square tests of significance determined.

For the Social Perceptions Inventory, a random sample of 5 percent of the student body, stratified by grade and sex, was drawn from an alphabetical list of students by grades using a table of random numbers. On the unannounced test date, however, only thirty-four of the eighty selected students were present and in attendance. Their responses were tabulated as indicated above.

2. FINDINGS

Assessment of the Faculty.

The Philosophic Inventory. From 45 to 64 percent of the faculty stated strong agreement with six items on the Philosophic Inventory congruent with the Combs-Rogers-Maslow-Kelley model (Table 1.1).* Addition of affirmative responses gave evidence that 80 to 94 percent stated general assent to five of these items, the most common being acceptance of "learning as a process by which students are able to raise, explore, and solve problems on their own" (Table 1.2).

In direct contrast, thirty and thirty-six percent of the faculty stated strong agreement and 78 and 81 percent stated general agreement with basic principles of mental discipline, 67 percent stated general acceptance of the desirability of competition for grades, and 62 percent agreed students should be indoctrinated with the ideals of democracy.

The discrepancy is obvious. Three-fourths of the faculty members held contradictory views on the functions of learning and schooling, or were unable to distinguish between philosophic opposites.

More than one-third of the teachers stated strong agreement with the statement "the mind can be trained and strengthened... by exercise, such as any other muscle of the body." Eighty percent of the teachers generally accepted this statement, a proposition destructive -- not just inhibiting, but destructive -- to the development of self adequacy.

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* All tables have been collated at the end of the report.

When one considers this position to have been derived from mental discipline, an unverifiable, pre-scientific educational myth, the question is not one of philosophic naivete or confusion, but of technical immorality.

Between ten and twenty percent of the teachers stated they had "no particular opinion" on nine items of the Philosophic Inventory (Table 1.3). Apparent among these items were three relating to teaching about truth, goodness, and bea (items 10, 11, and 16); three items dealing with deterministic practices in teaching (items 2, 17, and 18), and two items about the appropriateness of competition in school (items 28 and 29).

That this many teachers were not able to state a position or did not actually hold a position may be taken as further evidence of the absence of philosophic clarity.

Examination of the pattern of disagreement (Tables 1.4 and 1.5) revealed stronger but only somewhat more consistent responses than above.

In that the Philosophic Inventory deliberately encompassed a range of differing and mutually exclusive philosophic positions, perhaps an even stronger rejection response pattern should be anticipated.

Recognize, for example, that although eighty percent or more of the teachers rejected many items in conlict with the theoretical model, fifteen to twenty percent appeared not to reject (a) the necessity of work that is unpleasant, (b) drill, repetition, and memorization, and (c) mental exercise.

In the ghetto school, this discrepancy is great enough to offset or counteract all other efforts to remediate social crisis.

Development of an intervention model suggests the need for critical examination of the points of greatest and least concurrence in the belief systems of the faculty. Clarification by the faculty of the instructional beliefs and practices they are really willing to accept is an essential phase in this process.

It appeared that the faculty generally agreed in their beliefs about the nature of man (Table 1.6), yet held widely differing interpretations of the consequences and implications of this.

The faculty's general agreement on the purposes of education (items 4, 7, and 21) and their rejection of teaching merely to secure "right answers" (items 8 and 19) was clearly apparent. This kind of consistency of acceptance-rejection lends support to the construct validity of the experimental instrument.

The faculty's assertion of the need for the school's active involvement with controversial issues (item 26) and their rejection of limiting the discussion of controversial issues to situations in which only "right" answers were allowed (item 23) again may be indicative of an appropriate point to introduce discussion and clarification.

Least concurrence on the Philosophic Inventory (Table 1.7) demonstrated areas which should be of crucial concern for the problems of teaching in the ghetto school. The obvious differences on how to approach questions of truth, beauty, and goodness (items 10, 11, and 16) may represent valid differences of philosophy, although we've noted little philosophic consistency was present anyhow, or they might represent

uncertainty of instructional approach. When contrasted with the near unanimous view of the basic nature of man, it appeared that this represented a failure to relate procedural approaches to underlying assumptions. Certainly this topic would be one of great potential for faculty dialogue directed to the most appropriate means of bringing ghetto students to these questions.

Attitudes Toward Teaching. Of the twenty-six items directed specifically toward the teacher's attitude toward his profession, nine items expressed positive attitudes, eleven items carried a negative connotation, and six items were strongly negative.

The faculty rejected only one affirmative statement to a great degree (item 29), an item asserting that "teaching is fairly well paid for the training required". The faculty accepted only one negative statement to any marked degree (item 44), "teaching is not often done whole-heartedly".

Strong agreement was evidenced on only two items (items 34 and 35)(Table 2.1). These items were "teaching requires more than mere knowledge" and "teaching school is an education for the teacher as well as the pupil".

General agreement, unanimous on one item (item 35), evidenced acceptance by at least two-thirds of the teachers of some five items (Table 2.2). However, agreement of a lesser order (one-third to one-half) was apparent for several negative attitudes (items 41, 42, 43, and 45). The substantive nature of these items varied; nonetheless, they were criticisms generally projective in character rather than self-critical.

In direct contrast with the findings on the philosophic inventory, faculty more frequently held "no particular opinion" on items of the attitudinal instrument (Table 2.3). In that many items were deliberately critical in nature, this may have represented an unwillingness or an inability to be critical of teaching, an ambivalence attributable perhaps to some other condition. For example, thirty percent of the teachers stated they had no particular opinion about the item "too many teachers like to teach, but can't" (item 41).

Recognizing the nature of the items, it is not surprising that strong disagreement was voiced to many items (Table 2.4). All items strongly rejected were negative statements about teaching with the exception noted above, "teaching is fairly well paid for the training required". This item was strongly rejected by thirty percent of the faculty and rejected to some degree by more than eighty percent of the faculty (Table 2.5).

While common disagreement with items was quite high (Table 2.5), ranging from seventy percent to over ninety percent, examination of the substance of these items proved interesting. The two most generally rejected items (item 46 and 50) dealt with monotony and drudgery of routine. Either this group of teachers did not find teaching in the ghetto school routine, or they did not find that the routine they experienced produced drudgery, something quite different from the stereotype of teaching and teachers.

Assessment of Students.

Perception of Education's Role. On the inventory of Perceptions

of Education's Role, over half of the students asserted strong affirmative feelings about the goal of graduating from high school and of learning something (Table 3.1). Of the ten highest ranking items, three (items 26, 27, and 33) related specifically to concern for grades.

Broadening consideration to include all positive feelings (Table 3.2), the same items were further emphasized and the range of differences reduced. Apparently, concern for getting good grades (items 26, 27, and 33) did not differ greatly from the more altruistic and instrumental goals of graduation and learning (items 20, 21, and 32), or students did not perceive them too differently.

Of greater interest perhaps were the positive feelings students held for their teachers (item 24). While twenty percent of the students felt this strongly, an additional forty percent evidenced positive feelings toward the faculty of the school.

Considerable significance can be given to the general regard apparently held by the students for the school (items 9, 11, and 24). More than sixty percent affirmed that the school was "concerned with the students' desires and wishes", that "dress and behavior policies were fair", and that students "liked most of their present teachers".

Despite an apparent general faith in education and its value, students frequently did not hold particular opinions about many instructional aspects of the school (Table 3.3). Many of these items (items 1, 2, 5, and 29) dealt with factors from which one usually derives personal satisfaction associated with schooling. A number dealt specifically with teacher-student relations (items, 5, 25, 38, and 6);

others with peer relations (items 10 and 23).

Again, the implications of these responses -- particularly those related to positive notions of self-worth from the teacher -- may be critical to the problem. About a third of the total students had no particular opinion as to whether or not teachers understood them, were interested in them, or enjoyed having them in class. Or students were not able to express what they feared: that their teachers did not feel this way about them.

Two-thirds of the students evidenced strong negative feelings toward dropping out of school (Table 3.4), twenty-five percent more than the rejection of the next highest item.

Again students affirmed the preordinate concern for grades (item 28) as more than forty percent asserted that they wished to do more than just get by.

The concerns of these students may be seen more clearly perhaps when viewed as net positive or negative feelings (Tables 3.6 and 3.7). It was apparent that students were nearly equally divided on whether their classes were intellectually challenging and exciting (items 1 and 29), whether nervousness was a factor on tests (item 15), or whether they felt that teachers understood them. Discrepancies such as these indicated that although students almost unanimously wished to share the advantages of education for many there was little reciprocal satisfaction.

Personality Inventory. Of the items on the Personality Inventory which the students most frequently felt described themselves (Table 4.1), the four highest ranking related to various aspects of one's relationship to the world and the people about him (items 64, 47, 40, and 56).

In that items particularly concerned with popularity and peer-group relations were neglected or rejected, this could well represent a strong concern for social well-being.

"Sense of importance" (item 41) and "sense of uniqueness or individualism" (item 40) were stated by students as being generally applicable to them.

Although all items on the Personality Inventory were deliberately constructed to reflect a positive self-image, students responded at least fifteen percent less affirmatively than they had on items regarding schooling and educational aspiration. This difference must be deliberately emphasized, for it appeared to be a clue to understanding and interpreting the general situation and the psychological atmosphere of this faculty-student climate.

Items which the students felt applied less frequently and less generally remarkably demonstrated a critical element in the total process of dealing with circumstances such as these (Tables 4.3 and 4.4). Despite the affirmation of a positive self-concept, one-third of the students responded that they seldom could be called a likeable person; an additional one-third responded that this was also true, but only occasionally (item 39). This self denial occurred twice as often as the negation of any other item.

In terms of net acceptance-rejection of items on the Personality Inventory (Table 4.5), a majority of students responded affirmatively to a long list of items describing self; the "not likeable" item was the only one with a net rejection in the entire list of attributes!

Some indication of other critical personality characteristics was noted in those items on which there was a wide divergence of frequency of application (Table 4.6). Here was an indication that many students felt (a) they were not able to make most decisions on their own (item 59), (b) they were not able to do things spontaneously (item 46), and (c) they did not have a good chance of attaining the goals which earlier they had so strongly affirmed. The feeling of desparate subjugation to external fate control appeared undeniable.

Social Perceptions Inventory. Analysis of the responses to the Social Perceptions Inventory gave evidence both of the substance and degree of concern of students in the free-response situation by allowing each an unlimited area of respons

Where earlier sections of the battery failed to evidence the strength of peer-group social relationships, here items on what male and female students have to do to be popular elicited a large number of responses. Here, too, responses generally emphasized both personal traits and interpersonal qualities.

More surprising perhaps was the frequency of responses enumerating "good" things about the school and the qualities characteristic of "good" teachers.

Students were much less able to identify means to solve problems facing the school and society in general than any other response area. The potential frustration here must not be ignored.

In the analysis of particular items, the following findings appear more important:

1. In stating characteristics of "good" teachers, students in the ghetto school emphasized teaching competency and responsibility, and the teacher's ability to understand and communicate.(Table 5.1).

2. In identifying characteristics teachers like to see in their students, boys identified "interest in learning" twice as frequently as girls; both boys and girls felt obedience and conforming behavior were as important to the teacher as any other characteristic (Table 5.3).

3. Girls emphasized physical attributes ("Dress nice", "Wear nice clothes", "Be nice looking") as necessary for girls to be popular; boys identified this only once (Table 5.5).

4. For boys to be popular, effective interpersonal relations outranked all other characteristics combined (Table 5.6).

5. In regard to problems facing the ghetto school, girls made fifty percent more responses than boys, and their responses dealt with racism, violence on the part of students, and the reputation of the school. The responses of the boys emphasized the problem of the quality of the educational program (Table 5.7).

6. The things at Manual High School considered good by students were, in rank order, (a) principal, teachers, and teacher-student relations, (b) students and the pride they had in their school, and (c) the academic opportunity the school offered them (Table 5.9).

7. When questioned on feelings about self, nearly one-fourth of the boys evidenced negative feelings; but, no girls did so (Table 5.10).

8. When questioned about post graduation plans, over one-half indicated they planned to attend college (Table 5.13), but only half of those respondents felt their chances for doing so were very good (Table 5.14).

9. Success in life was seen as much more dependent on an individual's personality traits than on effort and work (Table 5.16).

10. Students felt the most serious problems facing society today were, in rank order, (a) racial problems, (b) hate, war, and violence, and (c) confusion and lack of understanding (Table 5.17).

Assessment of Teacher-Student Values.

As indicated earlier, the Value Inventory consisted of fifty value terms. Half of these terms were deliberately selected to reflect positive values: "Freedom", "Peace", "Love", and "Honesty"; and half to reflect negative connotations: "War", "Crime", "Violence", "Prejudice".

Asking the individual to state the feelings those terms elicit from "Extreme Positive" to "Extreme Negative" yielded results which may be examined for consistency and which may be compared externally with the feelings of other persons.

Examination of those items with which students and faculty felt most strongly positive (Table 6.1) revealed that faculty held such feelings twenty percent more frequently than students. The assuredness

with which the faculty identified these terms and the near unanimity of their choices (Table 6.2) contrasted sharply with the more hesitent and tentative position taken by students.

Comparison of those items eliciting strong agreement with those eliciting more general agreement revealed a distinct shift in rankings. It appeared that some faculty held "Exteme positive" feelings about some value terms, but that many faculty held generally positive about other value terms. When all positive feelings were combined, unanimity of feeling markedly altered the apparent value structure.

To cite an example: Many teachers asserted "Extreme Positive" feelings about the term "Honesty" and very likely would reflect this feeling in their relationships with students. More generally, however, they held positive feelings about the term "Self-Awareness" and the term "Honesty" dropped from this level of valuation.

The significance of this shifting was somewhat obscure and attempts to determine a substantive pattern proved of little merit. Nonetheless, a number of unique shifts were evidenced -- teachers dropped the terms "Equality" and "Truth" as agreement became more general; students added both of these terms as agreement became more general. Evident differences existed within the two populations and between the two populations and their value perceptions.

Examination of the value terms on which students and faculty had no particular opinion (Table 6.3) revealed that students were no more or less uncertain than teachers, but were so on a greater number of terms. Another difference appeared to be that students were

more uncertain on terms relating to complex personal emotions: "Apathy", "Sentimentality", and "Insolence"; teachers more frequently hold No Particular Opinion on terms related to situational complexities: "Public Opinion", "Nonconformity", "The Draft", "Religion", and "Society".

Disagreement with value terms evidenced a similar disparity between student response and teacher response (Table 6.4). However, the displacement of items of strong disagreement by items of more common disagreement did not occur, or did not occur to the degree noted in the case of agreement (Table 6.5).

Examination of the substantive nature of the value terms rejected by students and those rejected by faculty revealed major differences. Faculty avowed common disagreement with items concerned with personal traits: "Deception", "Bigotry", "Incompetence", "Prejudice", and "Closed Mindedness". Students, in turn, more commonly rejected "Crime", "Poverty", "War", and "Violence".

The value inventory provided an additional tabulation concerning those terms which teachers and students could not define or did not know (Table 6.6). The pattern of student responses ranged upward to about twenty-five percent who stated they did not know the meaning of the term "Bureaucracy" (item 11). With the exception of apparent philosophic uncertainty regarding the possible connotations of the term "Violence" (item 59) and the term "The Establishment" (item 8), no more than four percent of the teachers felt unable to respond to any value term because they did not know its meaning.

The statistical significance of the differences between student

and faculty responses were determined using a Chi-square test (Table 6.7). This computation revealed least differences on the terms: (1) Status, (2) Love, (3) Success, (4) Religion, and (5) Peace. Greatest differences occurred on: (1) Materialism, (2) Deception, (3) Apathy, (4) Insolence, and (5) Ridicule.

Differences were statistically significant at the 0.5 percent level of confidence in seventy percent of the instances, that is on thirty-five of the fifty value terms.

Summarization.

Major findings from the assessment of informal factors affecting teaching and learning in a ghetto school may be summarized as follows:

1. The faculty strongly evidenced lack of philosophic consistency, accepting with almost equal frequency statements representative of philosophic relativism and philosophic absolutism, and statements representative of psychological field theory and mental discipline.

2. The faculty strongly evidenced lack of philosophic clarity, being unable or unwilling to discriminate and state opinion on items significant to the theory model.

3. Despite strong assertion of agreement with general philosophic statements, between fifteen and twenty percent of the faculty did not discriminate or did not state disagreement with instructional practices drawn from statements which were contradictory.

4. The pattern of responses of the faculty to items on the Philosophic Inventory gave evidence of the instrument's ability to discriminate differing points of view held by the faculty.

5. Responses of the faculty to items on the Attitudes Toward Teaching Inventory evidenced a general lack of agreement and an absence of particular opinion on items inherently concerned with the nature and status of the teaching profession.

6. With consensus on only two items on Attitudes Toward Teaching, one-third of the faculty consistently did not agree or did not state or hold opinions on the items inventoried.

7. Two-thirds or more of the students perceived graduating, learning something, and making good grades as related primarily to their role in school. They further evidenced a high general regard for the school and their teachers.

8. Nonetheless, students frequently did not hold particular feelings about many practices and conditions of schooling one might expect to support this sort of academic allegiance.

9. Most of the items on the role of the school with which students disagreed were not those central to the theory model and the disagreement was not particularly strong.

10. The pattern of student responses to the role of education indicated that although most clung avidly to the belief of education's value to them, few received experiences enhancing to their view of self.

11. While evidencing positive concern for others, students responded less affirmatively to items on the Personality Inventory dealing with self-image than to any other portion of the assessment battery.

12. The pattern of student responses to items on the Personality Inventory generally affirmed a wide range of positive qualities. Despite this, nearly forty percent of these students strongly asserted that they were not likeable persons.

13. Students further evidenced a general feeling of subjugation to external fate control, a futility in their efforts to utilize education to escape or remediate their circumstance.

14. In free-response items on social perceptions, students emphasized social and academic concerns with about the same frequency as interpersonal peer-group relations.

15. Students in the ghetto school were markedly concerned about the quality of the teaching and the educational program they received, had an intense pride in their school, and a strong feeling for many of their teachers.

16. Girls in the ghetto school evidenced much greater concern about discrimination and racial violence than did boys; there appeared to be a significantly different belief and behavioral model for boys in the ghetto school than for girls.

17. Ghetto students appeared aware of social and educational problems, but were not able to identify means to surmount these problems and sometimes had little hope of surmounting these problems.

18. Faculty agreement with value terms was characterized by a high level of uniformity; students appeared less positive in their agreement or less willing to agree.

19. Students appeared less able to reach opinions about value terms related to more complex personal emotions; teachers appeared less able to determine positions involving social complexities.

20. Teachers more commonly disagreed with value terms dealing with negative personal characteristics; students rejected items describing social faults.

21. Student responses to the value inventory differed from teacher responses to a statistically significant degree on seventy percent of the items.

3. CONCLUSIONS AND CONJECTURES

The following conclusions have been drawn from this study:

1. The factors which appear to influence teaching and learning generally focus on beliefs about the nature of the learner as an individual person. When the learner is accorded a central position in the process, educational practices are developed which enhance the ability of the person to determine personal meanings and to arrive at attitudes and behaviors which enable continuing growth.

When the learner is not accorded a central position, all kinds of practices, policies, techniques, and structures are developed which inhibit or destroy personal growth. Rationalization of this destruction may be found in as simple a statement as "Kids don't know what's good for them." This is "logically" followed by "Children are not capable of understanding why it is important to do some things."

The next step toward this academic perdition is "You simply have to know this before (a) you get to college, (b) you deserve a high school diploma, (c) you can understand what Algebra is all about, or (d) you can be allowed to graduate from kindergarten with all the rights and privileges appertaining thereunto." This academic gamesmanship is called "upholding the standards of the school."

The undeniable results of this line of reasoning cannot be laughed off. They are terrifying! What we have said to the Black person in the Black ghetto is simply this:

"What you see as real and meaningful is not real and meaningful."

"You are not real and meaningful, because you are not able to see what is really real and really meaningful."

"The world you believe exists as real and meaningful, does not exist."

"Your own existence is not real. Your own existence is not meaningful. You are not a real person."

We have arrived at the point Maslow calls the "invitation to suicide" because we have demonstrated to the Black child that as far as I am concerned his nonexistence has already occured. As Herbert Kohl has phrased this ultimate epitaph: "Forget You!"

All that is needed is your acceptance of the fact that your existence can have no possible meaning.

It must be concluded that this is precisely what the ghetto schools are intent on doing. The principal purpose of ghetto schools has become the elimination of the child in the ghetto not by enabling him to escape from the ghetto, but by actively inviting him to commit social, ethnic, and psychological suicide.

2. Our study clearly demonstrated that it is possible to develop instruments which are competent to the tasks of identifying and assessing a broad range of attitudes, values, and belief systems held by teachers and students in the ghetto school.

The instruments evidenced similarities and differences in responses relative to an established frame of reference, the Combs---Maslow-Rogers-Kelly model. The instruments were able to demonstrate inconsistences

of belief systems within groups, and among groups. In the selected setting -- a ghetto school in the midst of social disruption -- the instruments were clearly adequate to the research task attempted.

The instruments revealed characteristics of the learner in a ghetto high school we have not known or not accepted up to now. We may assert the need to restructure our notions of what these young persons are like, and the continuing need to assess and rectify the concept of the learner we bring to the design of instructional programs.

Let me identify a few elements in the new "image" of the ghetto high school student, at least as we found him in Denver, Colorado's Black ghetto:

First, he is intensely proud of his school and the persons whom he sees contributing meaningfully to his school and to his education; he is proud of his principal; he is proud of some of his teachers; he is proud of his fellow students.

Secondly, he wants very much to achieve personal success and is very determined to succeed. He does not see his chances of success as very good because of factors beyond his control or influence.

Thirdly, girls in the ghetto school are very concerned about discrimination and racism. They are very concerned about violence and the effect it has on the community's perception of the school. Boys do not express concern about prejudice and violence; they appear to be acceptant of both as a part of their life, a tragedy in itself. Boys see education as instrumental to their personal success and they are very concerned about the quality of that education.

In terms of these students, their values, their attitudes, their

social perceptions, their philosophy of life, their aspirations may be taken as the most encouraging aspect of remediating the ghetto school. The human force essential to this endeavor already exists in the people most concerned with its accomplishment.

Questions emerge as to what this implies for the faculty of a particular school. Many characteristics exhibited on the assessment battery indicated that some faculty were not capable of establishing the kind of constructive relationships essential to teaching in this situation without considerable alteration of their own concept of self, role, and relation to others.

In an interactional sense, one must assert that some of these faculty bear the responsibility for creating the problems and confusions with which the ghetto student is attempting to cope.

As the V.I.S.T.A. motto contends, "If you are not part of the solution, you are part of the problem." The assertion is not made lightly; the responsibility must not be borne lightly.

3. Finally we must directly confront a fundamental question of this or any other research effort: So what? So what significance emerges from this? What, if anything, can be done about the situation that has been described? What does this mean for the administration of American schools?

Here, I wish to make two strong, personal assertions, and willingly accept the burden of demonstrating their validity.

First, I am convinced the diagnosis of informal factors in a more typical high school would come up with many of the same discrepancies,

inconsistencies, inefficiencies, psychological destruction, and lack of contact with the learner's personal meanings. The student in the more typical school frequently escapes total subjugation because he does not have the additional burdens of poverty, social deprivation, and racial and ethnic suppression. And he has many more personal resources available to him. But it cannot be denied that his school does little more to assist him in confronting life meaningfully.

In these instances, there is much to be gained by systematic assessment of informal factors that we have described here as a deliberate part of a comprehensive curriculum development program. As earlier premised, this is usually discounted because of the false sense of security found in graphing reading achievement scores by grade level. Teachers don't know any more what to do with this to improve their teaching than nothing at all, but administrators have something to show their board members. Few of us really believe that in-service curriculum development is possible, or if possible is worth the effort.

Secondly, I have become personally convinced that the process we have described here may be used to mediate social crises in a school community and deliberately propose it as a crisis intervention model.

The onset of social disruption, student unrest, or conflict within the school community is usually met by efforts to ignore or suppress this conflict. Recognizing the tremendous forces generated by such upheaval, successful intervention must be based on preventing a destructive social explosion by providing positive means to direct these forces toward more productive ends. Concern is the first evidence of the potential change for good; never can concern be taken only as possible threat.

Crisis intervention would be accomplished in the following manner. First, one would need to conduct a very careful assessment of the attitudes, values, and belief systems of various segments of the school community using instruments such as those described here to touch upon issues central to the educational-social-psychological climate. Availability of assessment instruments and the ability to make contact with the more sensitive elements of the community appear crucial in this phase. Electronic tabulation and compilation of diagnostic data would provide almost immediate descriptive information from which to proceed with the assurance of a high degree of validity.

Secondly, groups of controlled mix-match characteristics would be structured to examine and verify the descriptions of community climate. The nature and membership of such groups would be a simple derivation of the degree of discrepancy to be accommodated. A major purpose here would be to allow each member to clarify his own perceptions and beliefs against the assessed description of others' perceptions and beliefs. Group leaders would need to be carefully trained to encourage openness and examination, rather than leaping to preconceived solutions. The principal question is one of adequacy: "Is this what the attitudinal profile of the community really is like?" The covert question really is: "Is this what I am willing to believe as a member of this community?"

Recognizing members of the school community frequently do not themselves possess means appropriate to the solution, the third phase of the crisis intervention model would involve members deliberately in the determination of alternative means and an accountability system for

the implementation and evaluation of the effectiveness of these means. In short, members of the ghetto community must become aware of what they can do to alter their own condition; so must the members of other school communities; the best way to demonstrate this is by deliberately doing it.

Granting that it takes time to clarify and modify an individual's conceptual system, we are here provided the instruments to approach this process directly, deliberately, visibly, and, in light of this research, validly. The determining condition, as usual, will be our ability and willingness to make this effort, to allow our beliefs to be made visible, to attain sufficient security to subject our personal inconsistencies and inadequacies to intensive scrutiny.

I am not able to report here what has occured at Denver, Colorado's Manual High School in the time since these data were drawn. It would be interesting to replicate this study to determine what, if any, changes have occurred.

Many of the persons whose responses are reported here have now left school by dropping out or by graduating. Many more are already further alienated, more frustrated. We can be certain that each succeeding step that is not directed to the enhancement of a personal, humane, open, instructional program, contradicts it.

Gentlemen and ladies, we are indebted to others -- to each other -- in many ways. This afternoon you have become further indebted, this time to 793 Black, Brown, Yellow, and White students at Denver's Manual High School who participated in this study and whom you probably will never see.

My prime hope is that we become more adequate to the fulfillment of our indebtedness -- to these students -- to each other -- to Mankind. Thank you.

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Table 1.1 Items on Philosophic Inventory Ranked by Strongest Agreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	64.1	4.	Learning is a process by which students are able to raise, explore, and solve problems on their own.
2	52.6	6.	Man is born neither good nor bad; he is in a continual process of change due to the interaction between himself and others.
2	52.6	19.	Getting the right answer is not as important as knowing how to arrive at a solution and inventing new ways of approaching and solving problems.
4	48.7	7.	The development of feelings, attitudes, and values is a prime function of education.
5	47.4	26.	Schools should take an active part in discussing and examining controversial issues.
6	44.9	25.	Students should be allowed to examine all controversial issues and to reach their own conclusions.
7	35.9	5.	The mind can be trained and strengthened by presenting problems which will exercise it, such as any other muscle of the body.
8	29.5	1.	Education is a process of training or disciplining the mind.
9	21.8	15.	Man is born with free will. He is therefore capable of controlling his own destiny and should be mainly responsible for the consequences of his actions.
10	20.5	16.	There are no everlasting truths; all things are subject to change.

Table 1.2 Items on Philosophic Inventory Ranked by Most Common Agreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	93.6	4.	Learning is a process by which students are able to raise, explore, and solve problems on their own.
2	92.3	7.	The development of feelings, attitudes, and values is a prime function of education.
3	88.5	6.	Man is born neither good nor bad; he is in a continual process of change due to the interaction between himself and others.
3	88.5	25.	Students should be allowed to examine all controversial issues and to reach their own conclusions.
5	87.1	26.	Schools should take an active part in discussing and examining controversial issues.
6	80.8	5.	The mind can be trained and strengthened by presenting problems which will exercise it, such as any other muscle of the body.
7	77.9	1.	Education is a process of training or disciplining the mind.
8	67.6	28.	Schools should encourage competition among students (grades, awards, etc.) so that students will be prepared to face adult realities.
9	61.6	2.	Students should be indoctrinated with the ideals of democracy.
10	59.0	15.	Man is born with free will. He is therefore capable of controlling his own destiny and should be mainly responsible for the consequences of his actions.

Table 1.3 Items on Philosophic Inventory Ranked by Most Frequent "No Particular Opinion" Response by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	20.5	10.	If the mind is properly trained, it will come to know the standards of truth, beauty, and goodness.
1	20.5	29.	Schools should ecourage cooperation rather than competition by doing away with grades, awards, contests, etc.
3	16.7	18.	If students are exposed to right ideas, they will act right.
4	14.1	2.	Students should be indoctrinated with the ideals of democracy.
4	14.1	30.	Learning is a mechanized process of trial and error, similar to how rats learn to run mazes.
6	12.8	11.	Truth, beauty, and goodness are personal values; therefore, education should only help individuals clarify their insights.
7	11.5	28.	Schools should encourage competition among students (grades, awards, etc.) so that students will be prepared to face adult realities.
8	10.3	16.	There are no everlasting truths; all things are subject to change.
8	10.3	17.	The major task of the teacher is to shape proper student responses.
10	9.0	5.	The mind can be trained and strengthened by presenting problems which will exercise it, such as any other muscle of the body.
10	9.0	24.	Schools should remain neutral on controversial issues.
10	9.0	27.	Man is born basically good; thus, little schoolsing is necessary because knowledge will come about naturally.

Table 1.4 Items on Philosophic Inventory Ranked by Strongest Disagreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	71.8	22.	Man is born basically bad; thus, education has the responsibility of ridding the evilness in students by any means which seem appropriate.
2	64.1	14.	Man cannot be held responsibile for any of his actions because he is a product of his environment.
3	53.8	21.	The teacher, rather than the student, is the most important person in the classroom.
4	47.4	3.	Education should mainly be concerned with collecting and classifying factual material.
4	47.4	8.	Developing students who know the "right answer" is the prime function of education.
4	47.4	27.	Man is born basically good; thus, little schooling is necessary because knowledge will come about naturally.
7	46.2	23.	Controversial issues should only be discussed in classes where students make correct judgments.
8	44.9	12.	If a person endures unpleasant work long enough, his will is strengthened.
9	39.7	9.	The best methods of learning consist of drill, repetition, memorization, and programmed instruction.
10	38.5	24.	Schools should remain neutral on controversial issues.

Table 1.5 Items on Philosophic Inventory Ranked by Most Common Disagreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	94.9	14.	Man cannot be held responsible for any of his actions because he is a product of his environment.
2	93.6	22.	Man is born basically bad; thus, education has the responsibility of ridding the evilness in students by any means which seem appropriate.
3	91.1	23.	Controversial issues should only be discussed in classes where students make correct judgments.
4	91.0	8.	Developing students who know the "right answer" is the prime function of education.
5	88.4	27.	Man is born basically good; thus, little schooling is necessary because knowledge will come about naturally.
6	87.1	21.	The teacher, rather than the student, is the most important person in the classroom.
7	85.9	3.	Education should mainly be concerned with collecting and classifying factual material.
8	84.6	12.	If a person endures unpleasant work long enough, his will is strengthened.
9	83.3	9.	The best methods of learning consist of drill, repetition, memorization, and programmed instruction.
10	80.8	13.	Classes which are enjoyable and easy are of little value because they do not provide the proper mental exercise which is needed.

Table 1.6 Items on Philosophic Inventory Ranked by Greatest Concurrence by Net Percent of Total Faculty.

Rank	Net Percent	Item No.	Item
1	- 93.6	22.	Man is born basically bad; thus, education has the responsibility of ridding the evilness in students by any means which seem appropriate.
2	+ 91.0	4.	Learning is a process by which students are able to raise, explore, and solve problems on their own.
3	- 91.0	14.	Man cannot be held responsible for any of his actions because he is a product of his environment.
4	+ 88.5	19.	Getting the right answer is not as important as knowing how to arrive at a solution and inventing new ways of approaching and solving problems.
5	- 88.4	8.	Developing students who know the "right answer" is the prime function of education.
6	- 87.3	23.	Controversial issues should only be discussed in classes where students make correct judgments.
7	+ 85.9	7.	The development of feelings, attitudes, and values is a prime function of education.
8	- 85.8	27.	Man is born basically good; thus, little schooling is necessary because knowledge will come about naturally.
9	+ 80.8	6.	Man is born neither good nor bad; he is in a continual process of change due to the interaction between himself and others.
10	- 80.7	21.	The teacher, rather than the student, is the most important person in the classroom.
10	+ 80.7	26.	Schools should take an active part in discussing and examining controversial issues.

Table 1.7 Items on Philosophic Inventory Ranked by Least Concurrence by Net Percent of Total Faculty.

Rank	Net Percent	Item No.	Item
1	+ 9.9	10.	If the mind is properly trained, it will come to know the standards of truth, beauty, and goodness.
2	+ 17.9	11.	Truth, beauty, and goodness are personal values; therefore, education should only help individuals clarify their insights.
2	+ 17.9	16.	There are no everlasting truths; all things are subject to change.
4	+ 23.1	15.	Man is born with a free will. He is therefore capable of controlling his own destiny and should be mainly responsible for the consequences of his actions.
5	+ 39.8	2.	Students should be indoctrinated with the ideals of democracy.
6	- 41.0	29.	Schools should encourage cooperation rather than competition by doing away with grades, awards, contests, etc.
7	- 42.5	20.	The teacher should bring to his students those ideas which he thinks should dominate their lives.
8	+ 45.8	28.	Schools should encourage competition among students (grades, awards, etc.) so that students will be prepared to face adult realities.
9	- 46.1	30.	Learning is a mechanized process of trial and error, similar to how rats learn to run mazes.
10	- 56.4	18.	If students are exposed to right ideas, they will act right.

Table 2.1 Items on Attitudes Toward Teaching
Ranked by Strongest Agreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	78.2	35.	Teaching requires more than mere knowledge.
2	67.9	34.	Teaching school is an education for the teacher as well as the pupil.
3	28.2	31.	Teaching has more influence on a nation than any other profession.
4	16.7	36.	Teaching offers exceptional opportunities for making friends.
5	15.4	44.	Teaching is not often done whole-heartedly.
6	14.1	45.	Teaching offers few opportunities for advancement.
7	12.8	33.	The intellectual standards of a country depend upon its teachers.
8	11.5	32.	Teaching develops personality and character.
9	9.0	41.	Too many teachers like to teach but can't.
10	5.1	38.	Teaching is the best means of self-expression.
10	5.1	42.	Most teachers do not understand their pupils.
10	5.1	47.	Teachers get into a rut quicker than persons in other professions.
10	5.1	50.	Teaching routine is drudgery.
10	5.1	52.	Modern methods of teaching require nursemaids, not teachers.

Table 2.2 Items on Attitudes Toward Teaching
Ranked by Most Common Agreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	100.0	35.	Teaching requires more than mere knowledge.
2	96.1	34.	Teaching school is an education for the teacher as well as the pupil.
3	67.9	31.	Teaching has more influence on a nation than any other profession.
4	66.7	44.	Teaching is not often done whole-heartedly.
5	66.6	32.	Teaching develops personality and character.
6	59.0	33.	The intellectual standards of a country depend upon its teachers.
7	55.2	36.	Teaching offers exceptional opportunities for making friends.
8	48.7	45.	Teaching offers few opportunities for advancement.
9	47.4	43.	Teachers take themselves too seriously.
10	37.2	41.	Too many teachers like to teach but can't.
10	37.2	42.	Most teachers do not understand their pupils.

Table 2.3 Items on Attitudes Toward Teaching Ranked by Frequency of "No Particular Opinion" by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	32.1	41.	Too many teachers like to teach but can't.
2	29.5	36.	Teaching offers exceptional opportunities for making friends.
3	23.1	42.	Most teachers do not understand their pupils.
4	21.8	33.	The intellectual standards of a country depend upon its teachers.
4	21.8	38.	Teaching is the best means of self-expression.
6	19.2	43.	Teachers take themselves too seriously.
6	19.2	47.	Teachers get into a rut quicker than persons in other professions.
8	17.9	37.	The teaching profession ranks high socially.
8	17.9	40.	Women make the best teachers.
10	15.4	32.	Teaching develops personality and character.
10	15.4	52.	Modern methods of teaching require nursemaids, not teachers.
10	15.4	56.	Failures in other lines of business usually become teachers.

Table 2.4 Items on Attitude Toward Teaching Ranked by Strongest Disagreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	53.8	46.	Teaching is a monotonous occupation.
2	43.6	53.	Modern teaching is inferior to that of twenty years ago.
3	39.7	54.	Teaching has no future.
4	33.3	40.	Women make the best teachers.
4	33.3	50.	Teaching routine is drudgery.
6	30.8	39.	Teaching is fairly well paid for the training required.
7	28.2	49.	Teaching isolates a person from the rest of the world.
7	28.2	51.	Teaching stifles ambition.
9	16.9	55.	The moral standard of the teaching profession is very low.
9	26.9	56.	Failures in other lines of business usually become teachers.

Table 2.5 Items on Attitudes Toward Teaching Ranked by Most Common Disagreement by Percent of Total Faculty.

Rank	Percent	Item No.	Item
1	91.0	46.	Teaching is a monotonous occupation.
2	83.3	50.	Teaching routine is drudgery.
3	82.1	39.	Teaching is fairly well paid for the training required.
4	82.0	54.	Teaching has no future.
5	80.8	49.	Teaching isolates a person from the rest of the world.
6	79.5	40.	Women make the best teachers.
7	76.9	53.	Modern teaching is inferior to that of twenty years ago.
7	76.9	56.	Failures in other lines of business usually become teachers.
9	74.3	55.	The moral standard of the teaching profession is very low.
10	73.1	51.	Teaching stifles ambition.

Table 2.6 Items on Attitudes Toward Teaching Ranked by Greatest Concurrence by Net Percent of Total Faculty.

Rank	Net Percent	Item No.	Item
1	+100.0	35.	Teaching requires more than mere knowledge.
2	+ 94.8	34.	Teaching school is an education for the teacher as well as the pupil.
3	- 85.9	46.	Teaching is a monotonous occupation.
4	- 76.9	40.	Women make the best teachers.
5	- 71.8	50.	Teaching routine is drudgery.
6	- 71.7	54.	Teaching has no future.
7	- 69.3	56.	Failures in other lines of business usually become teachers.
8	- 69.2	39.	Teaching is fairly well paid for the training required.
9	- 65.4	49.	Teaching isolates a person from the rest of the world.
10	- 65.3	53.	Modern teaching is inferior to that of twenty years ago.

Table 2.7 Items on Attitudes Toward Teaching Ranked by Least Concurrence by Net Percent of Total Faculty.

Rank	Net Percent	Item No.	Item
1	- 1.3	42.	Most teachers do not understand their pupils.
2	+ 7.7	41.	Too many teachers like to teach but can't.
3	+ 13.5	45.	Teaching offers few opportunities for advancement.
4	+ 14.4	43.	Teachers take themselves too seriously.
5	- 28.2	38.	Teaching is the best means of self-expression.
6	- 35.9	37.	The teaching profession ranks high socially.
7	- 37.1	47.	Teachers get into a rut quicker than persons in other professions.
8	+ 39.8	33.	The intellectual standards of a country depend on its teachers.
8	+ 39.8	36.	Teaching offers exceptional opportunities for making friends.
10	+ 43.6	44.	Teaching is not often done whole-heartedly.

Table 3.1 Items on the Perception of Education's Role Ranked by Strongest Agreement by Percent of Total Students.

Rank	Percent	Item No.	Item
1	58.9	21.	In regard to school, my main goal is to graduate.
2.	51.1	20.	In regard to school, my main goal is to learn something.
3	37.2	4.	I consider that what I have learned in school is mainly valuable information which I can apply to life outside of school.
4	29.3	32.	I study mainly to learn something.
5	28.9	9.	I feel that my school is democratic and that it is concerned with the students' desires and wishes.
5	28.9	14.	I feel that what I learn is most meaningful when I am allowed to explore and to reach a solution on my own rather than to memorize material.
5	28.9	26.	I feel that my chances for success after high school largely depend upon the grades I make.
8	27.5	11.	I feel that the school's policies concerning dress and behavior are fair to most students.
8	27.5	27.	In regard to grades, I am deeply concerned about making A's and B's.
10	27.3	33.	I study mainly to make good grades.

Table 3.2 Items on the Perception of Education's Role: Ranked by Most Common Agreement by Percent of Total Students.

Rank	Percent	Item No.	Item
1	79.3	20.	In regard to school, my main goal is to learn something.
2	77.8	21.	In regard to school, my main goal is to graduate.
3	70.7	4.	I consider that what I have learned in school is mainly valuable information which I can apply to life outside of school.
4	67.7	33.	I study mainly to make good grades.
5	67.2	32.	I study mainly to learn something.
6	66.5	11.	I feel that the school's policies concerning dress and behavior are fair to most students.
7	63.8	24.	I like most of my present teachers.
8	61.4	27.	In regard to grades, I am deeply concerned about making A's and B's.
9	60.4	9.	I feel that my school is democratic and that it is concerned with the students' desires and wishes.
10	59.1	26.	I feel that my chances for success after high school largely depend upon the grades I make.

Table 3.3 Items on the Perception of Education's Role Ranked by Most Frequent "No Particular Opinion" by Percent of Total Students.

Rank	Percent	Item No.	Item
1	43.2	5.	Most of my teachers think of me as being a unique, interesting person.
2	42.8	1.	A typical school day is exciting.
3	40.1	23.	In regard to school, I am concerned about being popular.
4	39.8	2.	I enjoy school most because of my academic classes.
5	36.7	29.	My classes are intellectually challenging and exciting.
6	36.5	25.	I feel that most teachers enjoy having me in class.
7	35.2	38.	I feel that my teachers understand me.
8	30.7	10.	I enjoy school mainly because of friends whom I can see there.
9	29.9	17.	My tests are objective. (true-false, multiple choice, etc.)
10	29.8	6.	Most of my teachers show a genuine interest in me as a student.

Table 3.4 Items on the Perception of Education's Role Ranked by Strongest Disagreement by Percent of Total Students.

Rank	Percent	Item No.	Item
1	66.7	22.	In regard to school, my main goal is to get out, any way I can. (dropping out)
2	41.7	28.	Grades don't matter to me. I just want to get by.
3	41.6	16.	When I take a test, I am often allowed to use my book and notes.
4	38.8	31.	I study mainly because my parents make me.
5	26.5	30.	I feel that cheating is sometimes justified.
6	16.8	23.	In regard to school, I am concerned about being popular.
7	15.0	15.	When I take a test, I am nervous.
8	14.3	37.	I feel that my parents or guardians understand me.
9	12.6	29.	My classes are intellectually challenging and exciting.
10	11.8	17.	My tests are objective. (true-false, multiple choice, etc.)

Table 3.5 Items on the Perception of Education's Role. Ranked by Most Common Disagreement by Percent of Total Students.

Rank	Percent	Item No.	Item
1	67.0	16.	When I take a test, I am often allowed to use my book and notes.
2	65.2	31.	I study mainly because my parents make me.
3	62.2	28.	Grades don't matter to me. I just want to get by.
4	57.3	22.	In regard to school, my main goal is to get out, any way that I can. (dropping out)
5	48.7	30.	I feel that cheating is sometimes justified.
6	37.1	23.	In regard to school, I am concerned about being popular.
7	31.1	15.	When I take a test, I am nervous.
7	31.1	17.	My tests are objective. (true-false, multiple choice, etc.)
9	30.7	29.	My classes are intellectually challenging and exciting.
10	29.6	37.	I feel that my parents or guardians understand me.

Table 3.6 Items on the Perception of Education's Role Ranked by Greatest Concurrence by Net Percent of Total Students.

Rank	Net Percent	Item No.	Item
1	+ 72.1	20.	In regard to school, my main goal is to learn something.
2	+ 68.7	21.	In regard to school, my main goal is to graduate.
3	+ 58.8	33.	I study mainly to make good grades.
4	+ 57.9	4.	I consider that what I have learned in school is mainly valuable information which I can apply to life outside of school.
5	+ 56.4	32.	I study mainly to learn something.
6	- 50.9	16.	When I take a test, I am often allowed to use my book and notes.
7	+ 50.7	11.	I feel that the school's policies concerning dress and behavior are fair to most students.
8	+ 49.9	24.	I like most of my present teachers.
8	- 49.9	31.	I study mainly because my parents make me.
10	+ 47.4	12.	I feel that the school mainly expects me to think and to act independently in making decisions about my personal behavior and appearance.
10	+ 47.4	27.	In regard to grades, I am deeply concerned about making A's and B's.

Table 3.7 Items on the Perception of Education's Role Ranked by Least Concurrence by Net Percept of Total Students.

Rank	Net Percent	Item No.	Item
1	- 1.4	29.	My classes are intellectually challenging and exciting.
2	- 2.4	2.	I enjoy school most because of my academic classes.
3	+ 4.8	17.	My tests are objective. (true-false, multiple choice, etc.)
4	+ 5.0	15.	When I take a test, I am nervous.
5	+ 6.9	38.	I feel that my teachers understand me.
6	+ 7.1	1.	A typical school day is exciting.
7	+ 13.1	5.	Most of my teachers think of me as being a unique, interesting person.
8	+ 14.1	34.	I study mainly just to pass the course.
9	+ 17.2	37.	I feel that my parents or guardians understand me.
10	- 17.6	23.	In regard to school, I am concerned about being popular.

Table 4.1 Items on the Personality Inventory Ranked by Most Frequent Applicability by Percent of Total Students.

Rank	Percent	Item No.	Item
1	45.4	64.	I feel that I am "in tune" with the world about me.
2	43.2	47.	I am concerned with the well-being of other people.
3	41.7	50.	I work well with other people.
4	37.8	56.	I enjoy meeting new people.
5	36.9	58.	I can take self-criticism without feeling hurt or angry.
6	35.4	57.	I feel that when I make a decision concerning a problem, it is generally correct.
7	35.2	63.	I have a lot to do to keep me busy. (home, entertainment, projects, work, etc.)
8	34.0	48.	I have a strong sense of "fair play."
9	29.3	40.	I am a unique, individualistic person. (I do "my thing.")
10	28.7	55.	New experiences are a challenge for me.

Table 4.2 Items on the Personality Inventory : Ranked by Greatest General Applicability by Percent of Total Students.

Rank	Percent	Item No.	Item
1	78.7	47.	I am concerned about the well-being of others.
2	72.3	56.	I enjoy meeting new people.
3	70.9	58.	I can take self-criticism without feeling hurt or angry.
4	68.1	63.	I have a lot to do to keep me busy. (home, entertainment, projects, work, etc.)
5	67.7	41.	I am an important person to my friends, to my family, and to society.
6	67.2	40.	I am a unique, individualistic person. (I do "my thing.")
7	65.6	57.	I feel that when I make a decision concerning a problem, it is generally correct.
8	65.0	48.	I have a strong sense of "fair play."
9	61.2	53.	I listen to and respect the opinion of others.
9	61.2	55.	New experiences are a challenge for me.

Table 4.3 Items on the Personality Inventory Ranked by Least Frequent Applicability by Percent of Total Students.

Rank	Percent	Item No.	Item
1	38.8	39.	I am a likeable person.
2	16.9	59.	I am able to make most decisions on my own.
3	14.3	45.	I am an unselfish person.
4	11.8	46.	I am a spontaneous person; I often do things on the spur of the moment.
5	10.8	43.	I feel that I have leadership qualities.
6	9.8	60	I feel that I have a good chance of attaining my goals.
7	9.3	42.	I am a trustworthy person.
8	9.1	54.	I can handle most problem situations by myself.
9	8.9	44.	I am a successful person, in school and out.
9	8.9	49.	I am sensitive to the attitudes and feelings of others.

Table 4.4 Items on the Personality Inventory Ranked by Least General Applicability by Percent of Total Students.

Rank	Percent	Item No.	Item
1	65.2	39.	I am a likeable person.
2.	34.3	59.	I am able to make most decisions on my own.
3.	30.1	60.	I feel that I have a good chance of attaining my goals.
4.	29.6	45.	I am an unselfish person.
5.	28.4	46.	I am a spontaneous person; I often do things on the spur of the moment.
6.	27.9	54.	I can handle most problem situations by myself.
7.	24.9	42.	I am a trustworthy person.
8.	22.7	43.	I feel that I have leadership qualities.
9.	21.7	49.	I am sensitive to the attitudes and feelings of others.
10	19.8	51.	I trust most people.

Table 4.5 Items on the Personality Inventory Ranked by Highest Net Applicability by Percent of Total Students.

Rank	Net Percent	Item No.	Item
1	+ 67.7	50.	I work well with other people.
2	+ 64.1	56.	I enjoy meeting new people.
3	+ 62.3	64.	I feel that I am "in tune" with the world about me.
4	+ 60.1	58.	I can take self-criticism without feeling hurt or angry.
5	+ 58.8	41.	I am an important person to my friends, to my family, and to society.
6	+ 57.6	63.	I have a lot to do to keep me busy. (home, entertainment, projects, work, etc.).
7	+ 56.4	40.	I am a unique, individualistic person. (I do "my thing.")
8	+ 52.3	48.	I have a strong sense of "fair play."
9	+ 51.2	57.	I feel that when I make a decision concerning a problem, it is generally correct.
10	- 49.9	39.	I am a likeable person.

Table 4.6 Items on the Personality Inventory Ranked by Lowest Net Applicability by Percent of Total Students.

Rank	Percent	Item No.	Item
1	+ 6.1	59.	I am able to make most decisions on my own.
2	+ 6.9	46.	I am a spontaneous person; I often do things on the spur of the moment.
3	+ 8.0	60.	I feel that I have a good chance of attaining my goals.
4	+ 14.8	54.	I can handle most problem situations by myself.
5	+ 17.2	45.	I am an unselfish person.
6	+ 22.1	43.	I feel that I have leadership qualities.
7	+ 22.8	49.	I am sensitive to the attitudes and feelings of others.
8	+ 23.8	52.	I feel that most people are friendly and warm.
9	+ 24.1	42.	I am a trustworthy person.
10	+ 33.5	51.	I trust most people..

Table 5.1 What are the Qualities Characteristic of a Good Teacher?

Rank	Total	Boys	Girls	Response
1	24	12	12	RESPONSIBILITY/COMPETENCY IN TEACHING. Teaches not just subject-wise, but about life. Takes time. Enough homework.
2	21	9	12	UNDERSTANDING/ABILITY TO COMMUNICATE. Knows problems of students. Understandable. Understands young people.
3	13	11	2	FAIRNESS/RESPECT FOR THE INDIVIDUAL. No prejudices. Treats students as individuals. No pets.
4	13	9	4	PERSONAL TRAITS. Personality. Sense of humor. Honesty. Broad minded. Cheerful.
5	10	5	5	SINCERITY/INTEREST IN STUDENTS. Not a babysitter. Tries to get involved. Really wants to teach.
	81	46	35	TOTALS

Table 5.2 Social Perception Inventory: Is It Necessary To Be Popular with Teachers? Why or Why Not?

Total	Boys	Girls	Responses
10	5	5	No. Should not influence quality of learning.
10	7	3	No. Should not affect grades or educational opportunities.
4	1	3	No. Should not influence interpersonal relations.
4	3	1	Not necessarily. Does help in a way, usually grades.
5	2	3	Yes. Personal advantage in helping relationship.
1	0	1	Yes. Helps teachers understand students
34	18	16	Totals

Table 5.3 Social Perception Inventory: What Kind of Student Do You Think Teachers Like?

Rank	Total	Boys	Girls	Responses
1	31	20	11	INTEREST IN LEARNING. Anxious to learn. Willing to try. Seeks help. Trying to make something of themselves. Honest.
2	31	17	14	CONFORMING BEHAVIOR/OBEDIENCE. Respect teacher. Behaves. Listen to directions. Not a troublemaker. Obeys rules. Cooperative. Minds. Not loud.
3	13	6	7	EFFORT/WORK ETHIC. Tries his best. Pride for effort. Industrious. Works diligently.
	75	43	32	Totals

Table 5.4 Social Perception Inventory: What Qualities Would a Person Have To Have in Order To Be Popular in Your Group?

Rank	Total	Boys	Girls	Responses
1	33	18	15	PERSONAL QUALITIES. Honesty. Sense of humor. Understanding. Be a nice person. Personality.
2	29	13	16	INTERPERSONAL RELATIONS. Friendliness. Fun to be with. Friendly. Leader. Respect for others. Get along well with others.
3	3	1	2	SCHOOL ACTIVITIES. Go to all dances, football games, track, baseball. Participates in activities.
4	3	0	3	PHYSICAL QUALITIES. Neat in appearance. Dress o.k.
5	3	0	3	NOTHING SPECIAL.
	5	4	1	VARIANT RESPONSES. I'm a loner. Stay out of trouble. Come to school. No body in my group is popular.
	76	29	37	Totals

Table 5.5 Social Perception Inventory: What Would a Girl Have To Do in Order To Be Popular in Your School?

Rank	Total	Boys	Girls	Responses
1	26	13	13	INTERPERSONAL RELATIONS. Be friendly to everyone. Be part of group. Show leadership. Stay with crowd.
2	25	11	14	PERSONAL QUALITIES. Nice. Nice personality. Understanding. Be herself. Be outgoing. Sweet dispostion.
3	13	4	9	SCHOOL ACTIVITIES. Active in school organizations. Go to parties. Be in most of the clubs. Try out as much as she can for activities.
4	10	1	9	PHYSICAL ATTRIBUTES. Dress nice. Wear nice clothes. Be nice looking.
5	2	0	2	WORK ETHIC. Do her work. Have grade above C.
	3	2	1	NO COMMENT.
	3	0	3	VARIANT RESPONSES. Be a big bully. Talk back to teachers. Have a baby.
	82	31	51	Totals

Table 5.6 Social Perception Inventory:
What Would a Guy Have To Do in Order To Be Popular?

Rank	Total	Boys	Girls	Responses
1	49	26	23	INTERPERSONAL QUALITIES. Get along with everyone. Be friendly. Be well known. Join clubs and groups. Be pleasant.
2	16	10	6	PERSONAL QUALITIES. Nice personality. Sort of smart. Sense of humor. Understanding. Be cool.
3	10	5	5	PARTICIPATION IN ATHLETICS.
4	9	3	6	PHYSICAL ATTRIBUTES. Grooming. Neat appearance. Dress nice. Nice looking. Handsome.
5	5	2	3	MATERIAL CONDITIONS. Have a car. Money. Wear nice clothing.
	3	1	2	NO COMMENT/DON'T KNOW.
	3	1	2	VARIANT RESPONSES. Buy weed and reds. Play with the girls. Sometimes drinks.
	94	47	47	Totals

Table 5.7 Social Perception Inventory:
What Do You Feel Are the Most Serious Problems Manual High School Faces Today?

Rank	Total	Boys	Girls	Responses
1	17	7	10	SCHOOL'S REPUTATION IN COMMUNITY. Any racial incident related to Manual. Symbols of pride called Black Power. Athletic probation. Violence and fighting.
2	15	3	12	RACISM/PREJUDICE/DISCRIMINATION. Segregation. Opportunities limited because of race. Opposition based on race.
3	10	8	2	EDUCATIONAL PROGRAM/TEACHERS/FACILITIES. Limited education. Inferior. Problem of attracting good teachers. Academic standing.
4	7	0	7	STUDENTS THEMSELVES. Sportsmanship. Facing problems. Lack of student leadership. Attendance.
	4	1	3	NOT SERIOUS/NO PROBLEMS.
	2	1	1	VARIANT RESPONSES. Too many to discuss. Fear of speaking out.
	55	20	35	Totals

Table 5.8 Social Perception Inventory:
How Do You Think These Problems Could Be Corrected?

Rank	Total	Boys	Girls	Responses
1	11	3	8	COOPERATIVE SOCIAL ACTION ESPECIALLY INTER-RACIAL. Sticking together. Whites and Blacks joining hands. Integration. Collective action.
2	9	3	6	CHANGING VIEW/ATTITUDE TOWARD SCHOOL. Demonstrate through hard work. Concern for consequences of acts.
3	9	8	1	IMPROVED TEACHING/ACADEMIC CHANGE. Better teachers. Improve academic achievement.
4	4	3	1	DON'T KNOW/NO COMMENT.
5	3	1	2	MORE STRINGENT RULES. Enforcement. Get rid of troublemakers. More demanding curriculum.
	3	2	1	OTHER EXTERNAL CHANGES. Change Board of Education. Chance Board of Athletic Control.
	39	20	19	Totals

Table 5.9 Social Perception Inventory:
What Are the Things at Manual High School You Consider Good?

Rank	Total	Boys	Girls	Responses
1	12	5	7	TEACHERS/STAFF
	9	4	5	PRINCIPAL OF THE SCHOOL
	4	1	3	TEACHER-STUDENT RELATIONS
	25	10	15	
2	12	7	5	SPIRIT/PRIDE/ATTITUDE
	8	4	4	STUDENTS
	20	11	9	
3	16	9	7	ACADEMIC PROGRAM/EDUCATIONAL OPPORTUNITY
4	6	0	6	ORGANIZATIONS/ACTIVITIES
	8	6	2	ATHLETICS
	14	6	8	
	6	3	3	EVERYTHING
	2	1	1	OTHER
	83	40	43	Totals

Table 5.10 Social Perception Inventory: What Kind of Person Are You Now? How Do You Feel About Yourself?

Total	Boys	Girls	Responses
50	24	26	POSITIVE. Good. Nice. Understanding. Very friendly. Kind of smart. Studious. Ambitious. Proud. Like people. Outgoing.
8	1	7	BECOMING. Have potential. Open-minded. Hope to get along better. Could use improvement. Trying to correct faults.
9	3	6	AMBIGUOUS/NO COMMENT
8	8	0	NEGATIVE. Very shy. Witness to Jim Crow laws and other discrimination. Very moody. Selfish. Self-centered. Discouraged. Depressed.
75	36	39	Totals

Table 5.11 Social Perception Inventory:
What Kind of Person Are You Now?

Total	Boys	Girls	Responses
43	25	18	PERSONAL ATTRIBUTES. Studious. Ambitious. A unique, different person. Proud. Individualistic. Intellectual. Responsible.
27	9	18	INTERPRESONAL QUALITIES. Very friendly. Understanding. Like people. Well-liked. Outgoing. Encourage others. Want to be respected.
5	2	3	VAGUE/AMBIGUOUS.
75	36	39	Totals

Table 5.12 Social Perception Inventory:
What Kind of Person Do You Hope To Become?

Total	Boys	Girls	Response
			PERSONAL
16	12	4	ENHANCED PERSONAL CAPABILITIES. Understanding. Well educated. More motivated. Forward going. Happy. Honest. Neat.
14	9	5	ENHANCED PERSONAL SUCCESS. A good education and a good job. A job paying good money. A high-paying job. Secure.
30	21	9	Subtotal
			INTERPERSONAL
11	2	9	ENHANCED STATUS. Someone others will want to be like. Someone admired. Someone looked to for help. Important.
6	1	5	ENHANCED ABILITY TO HELP OTHERS. Helps when help is needed. Understands all types. Able to help in future. Leader of my people.
17	3	14	Subtotal
5	2	3	NO COMMENT/AMBIGUOUS
52	26	26	Totals

Table 5.13 Social Perception Inventory:
What Do You Plan To Do After High School?

Rank	Total	Boys	Girls	Response
1	25	15	10	College
2	9	4	5	Vocation/Occupation
3	4	1	3	Marriage
4	3	1	2	Military
5	3	0	3	Unsure
	44	22	22	Totals

Table 5.14 Social Percention Inventory:
What Do You Think Are Your Chances for Achieving Your Goals?

Total	Boys	Girls	Response
7	5	2	VERY GOOD
15	5	10	GOOD
22	10	12	Subtotal
3	0	3	DON'T KNOW
1	1	0	NONE
2	1	1	ODDS AGAINST
3	2	1	Subtotal
28	12	16	Totals

Table 5.15 Social Perception Inventory: Why Do You Believe This About Your Chances for Goal Achievement?

Total	Boys	Girls	Response
12	6	6	DESIRE
10	5	5	ABILITY
4	2	2	EFFORT
8	3	5	OTHER
34	16	18	Totals

Table 5.16 Social Perception Inventory:
What Makes a Person a Success?

Rank	Total	Boys	Girls	Response
1	28	12	16	PERSONAL TRAITS. Responsibility. Leadership. Knowledge. Ability. Self-confidence. Self-pride. Education. Understanding.
2	11	10	1	AMBITION/DETERMINATION. Drive. Will.
3	9	3	6	EFFORT/WORK. Keeps trying. Not giving up.
4	3	1	2	EXTERNAL FACTORS. Backing.
5	2	2	0	APPEARANCE. Neatness.
	7	2	5	OTHER.
	60	30	30	Totals.

Table 5.17 Social Perception Inventory:
What is the Most Serious Problem Facing Our Society Today?

Rank	Total	Boys	Girls	Responses
1	15	7	8	RACIAL PROBLEMS. Prejudice. Discrimination. Racism. Busing.
2	11	6	5	HATE/WAR/VIOLENCE.
3	10	5	5	LACK OF UNDERSTANDING/CONFUSION. Making themselves believe things that are not true. Communication.
4	4	3	1	STUDENT UNREST/GENERATION GAP. Protesting of younger generation. Teens.
5	4	1	3	OTHER. Trying to rule one another. Society itself. Almost everything. The Cost of living.
	44	22	22	Totals.

Table 5.18 Social Perception Inventory:
How Do You Think This Problem Could Be Corrected?

Total	Boys	Girls	Responses
22	10	12	REASON STATED
6	3	3	DON'T KNOW
6	4	2	CANNOT BE CORRECTED
34	17	17	Totals

Table 6.1 Items on the Value Inventory Ranked by Strongest Agreement by Total Percent of Teachers and Students.

Students				Teachers			
Rank	Percent	Item No.	Item	Rank	Percent	Item No.	Item
1	66.2	44.	Freedom	1	84.6	13.	Honesty
2	65.2	28.	Peace	1	84.6	55.	Human Respect
3	56.6	1.	Love	3	82.1	39.	Open-Mindedness
4	55.6	13.	Honesty	3	82.1	40.	Justice
5	55.2	26.	Friendship	5	78.2	55.	Freedom
6	54.8	55.	Human Respect	5	78.2	45.	Truth
7	54.2	45.	Truth	5	78.2	51.	Trustworthiness
8	54.1	31.	Equality	8	75.6	1.	Love
9	52.4	15.	Understanding	9	74.4	28.	Peace
10	51.7	14.	Success	10	71.8	31.	Equality

Table 6.2 Items on the Value Inventory Ranked by Most Common Agreement by Total Percent of Teachers and Students.

Students				Teachers			
Rank	Percent	Item No.	Item	Rank	Percent	Item No.	Item
1	83.8	26.	Friendship	1	98.9	50.	Self-Awareness
2	82.5	44.	Freedom	2	98.7	44.	Freedom
3	81.8	15.	Understanding	2	98.7	54.	Dignity
4	79.7	28.	Peace	2	98.7	13.	Honesty
5	79.4	18.	Responsibility	5	97.5	38.	Creativity
6	78.5	14.	Success	6	97.4	26.	Friendship
7	78.3	55.	Human Respect	7	96.1	5.	Knowledge
8	77.0	17.	Work	7	96.1	15.	Understanding
9	76.1	1.	Love	7	96.1	18.	Responsibility
10	75.5	9.	Family	10	94.8	34.	Pleasure
				10	94.8	1.	Love

Table 6.3 Items on the Value Inventory Ranked by Most Frequent "No Particular Opinion" by Total Percent of Students and Teachers.

Students				Teachers			
Rank	Percent	Item No.	Item	Rank	Percent	Item No.	Item
1	38.5	8.	The Establishment	1	38.5	19.	Status
2	38.0	41.	Apathy	2	37.2	27.	Public Opinion
3	37.2	21.	Materialism	3	33.3	16.	Routine
4	35.7	16.	Routine	4	32.1	37.	Superiority
5	35.2	36.	Sentimentality	5	29.5	42.	Nonconformity
6	34.5	19.	Status	6	26.9	21.	Materialism
6	34.5	25.	Conformity	7	25.6	32.	Draft
8	34.4	46.	Insolence	8	23.1	2.	Religion
9	34.0	11.	Bureaucracy	8	23.1	3.	Society
10	32.4	23.	Restrictions	10	21.8	8.	The Establishment

Table 6.4 Items on the Value Inventory Ranked by Strongest Disagreement by Percent of Total Students and Total Teachers.

Students				Teachers			
Rank	Percent	Item No.	Item	Rank	Percent	Item No.	Item
1	58.8	29.	War	1	79.5	24.	Bigotry
2	54.6	57.	Crime	2	78.2	7.	Prejudice
3	53.3	58.	Poverty	2	78.2	20.	Segregation
4	52.7	59.	Violence	4	74.4	12.	Closed Mindedness
5	47.6	7.	Prejudice	5	69.2	10.	Hypocrisy
6	40.1	32.	Draft	6	67.9	59.	Violence
7	36.3	48.	Nagging	7	66.7	57.	Crime
8	34.8	20.	Segregation	8	62.8	29.	War
9	31.0	52.	Jealousy	9	60.3	56.	Incompetence
10	30.5	12.	Closed Mindedness	10	57.7	47.	Deception

Table 6.5 Items on the Value Inventory Ranked by Most Common Disagreement by Percent of Total Students and Total Teachers.

Students				Teachers			
Rank	Percent	Item No.	Item	Rank	Percent	Item No.	Item
1	73.2	57.	Crime	1	96.2	47.	Deception
2	70.1	58.	Poverty	2	94.9	24.	Bigotry
3	69.9	29.	War	2	94.9	56.	Incompetence
4	65.5	59.	Violence	4	93.6	7.	Prejudice
5	62.3	48.	Nagging	4	93.6	12.	Closed Mindedness
6	62.1	7.	Prejudice	4	93.6	57.	Crime
7	54.9	32.	Draft	7	92.3	20.	Segregation
8	53.2	33.	Disobedience	8	91.0	10.	Hypocrisy
9	52.0	52.	Jealousy	9	89.8	58.	Poverty
10	50.7	12.	Closed Mindedness	10	88.4	48.	Nagging

Table 6.6 Items on the Value Inventory Ranked by Most Frequent "I Don't Know" Response by Percent of Total Students and Total Teachers.

Students				Teachers			
Rank	Percent	Item No.	Item	Rank	Percent	Item No.	Item
1	24.3	11.	Bureaucracy	1	9.0	59.	Violence
2	20.2	41.	Apathy	2	6.5	8.	The Establishment
3	19.1	46.	Insolence	3	3.8	11.	Bureaucracy
4	17.5	47.	Deception	3	3.8	21.	Materialism
5	17.0	25.	Conformity	3	3.8	37.	Superiority
6	16.3	24.	Bigotry	3	3.8	41.	Apathy
7	15.9	21.	Materialism	7	2.6	15.	Understanding
8	14.6	56.	Incompetence	7	2.6	24.	Bigotry
9	14.4	4.	Ridicule	7	2.6	33.	Disobedience
10	14.0	1.	Love	7	2.6	43.	Lack of Appreciation
				7	2.6	46.	Insolence

Table 6.7 Chi-Square Comparisons of Responses on Value Inventory for Total Students and Total Teachers. (A Chi Square Value over 14.9 is Significant at the 0.5 Percent Level of Confidence.)

Item No.	Item	Chi Square	Item No.	Item	Chi Square
1.	Love	5.46	16.	Routine	21.15*
2.	Religion	6.36	17.	Work	10.42
3.	Society	8.79	18.	Responsibility	20.24*
4.	Ridicule	72.19*	19.	Status	5.04
5.	Knowledge	18.78*	20.	Segregation	52.97*
6.	Security	6.88	21.	Materialism	512.42*
7.	Prejudice	30.84*	22.	Authority	15.44*
8.	The Establishment	14.89	23.	Restrictions	21.58*
9.	Family	15.91*	24.	Bigotry	75.38*
10.	Hypocrisy	60.16*	25.	Conformity	23.25*
11.	Bureaucracy	57.21*	26.	Friendship	8.99
12.	Closed Mindedness	57.27*	27.	Public Opinion	35.94*
13.	Honesty	25.08*	28.	Peace	7.04
14.	Success	5.99	29.	War	8.86
15.	Understanding	31.60*	30.	Beauty	17.98*

31.	Equality	12.11	41.	Apathy	81.07*
32.	Draft	42.86*	42.	Nonconformity	22.24*
33.	Disobedience	16.37*	43.	Lack of Appreciation	30.78*
34.	Pleasure	26.64*	44.	Freedom	10.79
35.	Arguing	10.28	45.	Truth	17.34*
36.	Sentimentality	30.70*	46.	Insolence	76.54*
37.	Superiority	10.31	47.	Deception	81.17*
38.	Creativity	36.36*	48.	Nagging	18.95*
39.	Open Mindedness	45.64*	49.	Individualism	31.06*
40.	Justice	27.92*	50.	Self Awareness	29.24*

* Significant at the 0.5 percent level of confidence.